

## Role of the Principal and Induction Coach

### Principal

- Provides instructional leadership
- Acknowledges the challenges and phases of development BTs face.
- Values and articulates the vitality BTs bring to the school
- Understands the components of effective induction
- Understands the role of the IC
- Introduces BT to colleagues and show them around the school
- Lays a foundation by having conversations about philosophy, clarifying goals, strengths, areas of focus with BT and IC.
- Explains expectations, evaluation process, and timeline
- Visits classrooms regularly
- Encourages BTs involvement in the learning community
- Whenever possible:
  - *aligns the BT's assignment to his or her strengths and set them up for success*
  - *protects BTs from adjunct duties*
  - *allows BTs to observe colleagues*

### Communication, Collaboration, and Coordination

- **Together...**
  - Builds strong collaborative relationships
  - Discusses organizational trends, current practices and educational issues
  - Discusses the supports needed to move the BT's teaching practice forward
  - Understands and respects confidentiality to foster trust
  - Shares evaluation and assessment tools (but not data)
  - Discusses district vision, goals, norms, and expectations
- **Principal can...**
  - Informs the IC of supports being provided to BTs and communicates additional supports needed
  - Informs IC of areas the BT needs further development in
  - Shares school-wide standardized test scores
- **Induction Coach can...**
  - Incorporates district vision and school-level goals into support
  - Supports BTs familiarity with evaluation tools
  - Supports BTs in implementing goals and SLOs as well as collecting and analyzing student data
  - Encourages or facilitates communications with principal, department heads, and other personnel resources
  - Provides principal with a general view of supports being provided to BTs in the field

### Induction Coach

- Establishes and maintains a trusting, confidential, non-evaluative, and professional partnership with BTs
- Provides ongoing formative assessment of BT with feedback
- Responds to developmental needs in a collaborative manner with the BT
- Assists through strategies such as:
  - *Modeling lessons*
  - *Supporting lesson planning, reflection, analyzing best practices, and reviewing student work to inform instruction*
  - *Providing instructional and resource suggestions*
  - *Tracking behaviors and movement during class*
  - *Providing targeted support in areas in need of further growth and development*
  - *Supporting parental communication strategies*
- Facilitates opportunities for observation of exemplary practice
- Assists in identifying professional development opportunities
- Provides on-the-job professional development
- Supports the BTs in the Educator Evaluation process
- Provides moral support to BTs

